



## Senate

General Assembly

**File No. 383**

January Session, 2019

Substitute Senate Bill No. 1029

*Senate, April 3, 2019*

The Committee on Commerce reported through SEN. HARTLEY of the 15th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

### ***AN ACT CONCERNING WORKFORCE DEVELOPMENT.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-98a of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective October 1, 2019*):

3 The director of each technical education and career school shall  
4 meet with members of the business community, representatives of  
5 electric, gas, water and wastewater utilities and representatives from  
6 state colleges and universities offering courses in public utility  
7 management within the geographic area served by the technical  
8 education and career school to develop a plan to assess workforce  
9 needs of the community and such utilities and implement curriculum  
10 modifications to address those needs.

11 Sec. 2. (*Effective from passage*) The Commissioner of Veterans Affairs  
12 shall, in consultation with the Commissioner of Economic and  
13 Community Development, develop a plan to identify veterans with  
14 manufacturing skills and assist such veterans in gaining employment

15 in the manufacturing industry. Not later than February 1, 2020, the  
 16 commissioner shall submit such plan to the joint standing committees  
 17 of the General Assembly having cognizance of matters relating to  
 18 commerce and veterans affairs, in accordance with the provisions of  
 19 section 11-4a of the general statutes.

20 Sec. 3. (*Effective from passage*) The Commissioner of Economic and  
 21 Community Development shall, in consultation with Workforce  
 22 Investment Boards, develop a plan to establish a pilot program, within  
 23 available appropriations, that provides free computer coding training  
 24 to veterans, low-income individuals, long-term unemployed  
 25 individuals, dislocated workers or correctional institution inmates.  
 26 Such plan may include the use of (1) federal or private funds, (2) free  
 27 computer coding curricula developed by information technology  
 28 organizations such as Code.org, and (3) public-private partnerships  
 29 such as the one used in the Code Louisville program in Louisville,  
 30 Kentucky. Not later than February 1, 2020, the commissioner shall  
 31 submit such plan to the joint standing committee of the General  
 32 Assembly having cognizance of matters relating to commerce, in  
 33 accordance with the provisions of section 11-4a of the general statutes.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>October 1, 2019</i>	10-98a
Sec. 2	<i>from passage</i>	New section
Sec. 3	<i>from passage</i>	New section

**CE**      *Joint Favorable Subst.*

*The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.*

---

## **OFA Fiscal Note**

**State Impact:** None

**Municipal Impact:** None

### **Explanation**

**Section 1** expands an existing requirement that each technical education and career school director meet with business community members in the school's geographic area to develop a plan to assess workforce needs and modify the school's curriculum to address the needs. The expansion of this requirement is not anticipated to result in a fiscal impact as the technical education and career center directors have the expertise necessary to do so.

**Section 2** results in no fiscal impact to the Department of Veterans Affairs because they have the expertise to work with the Commissioner of Economic and Community Development to develop a plan to identify and assist veterans with manufacturing skills.

**Section 3** has no fiscal impact by requiring the Department of Economic and Community Development to develop a plan to establish a pilot program concerning computer coding training. It is anticipated that the agency can produce the plan within existing resources using the program and curricula models cited within the bill as guidance for the plan.

### **The Out Years**

**State Impact:** None

**Municipal Impact:** None

**OLR Bill Analysis****sSB 1029*****AN ACT CONCERNING WORKFORCE DEVELOPMENT.*****SUMMARY**

Current law requires each technical education and career school director to meet with business community members in the school's geographic area to develop a plan to assess workforce needs and modify the school's curriculum to address the needs. This bill requires the directors to also meet with representatives (1) of electric, gas, water, and wastewater utilities and (2) from state colleges and universities offering public utility management courses to assess the community's and utilities' workforce needs and modify the curriculum accordingly. (Each technical education and career high school in the state serves a multi-town region where each town sends students to the school.)

The bill also requires the Department of Veterans Affairs commissioner to develop a plan to identify veterans with manufacturing skills and help them find jobs in the manufacturing industry. He must develop the plan in consultation with the Department of Economic and Community Development (DECD) commissioner and submit it to the Commerce and Veterans Affairs committees by February 1, 2020.

Additionally, the bill requires the economic and community development commissioner to develop a plan for a pilot program providing free computer coding training to veterans, low-income individuals, long-term unemployed individuals, dislocated workers, or correctional institution inmates (presumably, former inmates). The plan must be created in consultation with the Workforce Investment Boards and be within available appropriations.

It may also include the use of (1) federal or private funds; (2) free computer coding curricula developed by information technology organizations, such as Code.org; and (3) public-private partnerships such as the one used in the Code Louisville program in Louisville, Kentucky (see BACKGROUND).

The DECD commissioner must submit the plan to the Commerce Committee by February 1, 2020.

EFFECTIVE DATE: Upon passage, except that the technical education and career school provision is effective October 1, 2019.

## **BACKGROUND**

### ***Code.org***

Code.org is a nonprofit focused on expanding access to computer science in schools and increasing participation in computer science by women and underrepresented minorities. Its goal is for every student to have the opportunity to learn computer science in school. Code.org, which receives funding from major technology and Internet companies, provides the K-12 computer science curriculum for some of the largest school districts in the country.

## **COMMITTEE ACTION**

Commerce Committee

Joint Favorable Substitute

Yea    19    Nay   0    (03/19/2019)